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ABSTRACT

This paper describes the need for systemic educational reform in view of the gap between students who are adequately prepared for tomorrow's jobs and the needs of business/industry. Rapid changes in the workplace--fueled by technological advances, altered family structures, expectations of varied and higher performance skills, and an increase of women and minorities into the labor force--have created an economic imperative for America to improve its schools. It is argued that systemic educational reform is necessary to adequately prepare the American worker for competition in the global market place. In this paper, the superintendent of Springfield, Massachusetts, Public Schools describes the components of systemic change; school choice; parent involvement; business-school partnerships; school restructuring; high expectations and standards; increased teacher salaries; a nurturing school role; staff development; and school-based management. The Springfield School District's efforts in systemic educational change are highlighted--a parental involvement program, a task force on major issues, training for school-based management, the development of business-school partnerships, and a 2-year restructuring plan. The experiences of a business-school partnership in Catawba County, North Carolina, are also described. (LMI)

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# Global Competitives: Economic Imperatives for School Reform

by

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"It was the best of times, it was the worst of times, it was the age of wisdom, it ws the age of foolishness,... it was the spring of hope, it was the winter of despair..."

These familiar words from Charles Dickens' A Tale of Two Cities are applicable for us today in education. We are overwhelmed by the negative statistics of a high drop out rate, low student achievement, poor SAT scores, adult illiteracy, of dislocated workers, of social and economic problems that adversely affect the learning process, of increased global competition in the economic arena, of a diminishing young workforce. On the other hand, it is important to note that this is a good time for us in education to be examining and implementing our next steps.

**How can I be optimistic?**

Indeed, I believe that we cannot afford not to be optimistic. The alternative immobilizes and dooms us.We have to assume that the following trends will help us to say that this is "the best of times"that this is "the spring of hope":

1. There is a national and renewed interest in education.
2. Educators have been put on notice that business as usual is no longer acceptable.
3. American business has finally recognized that as schools go, they go.
4. The reform movement has provided a framework for further action.
5. Increase school standards are a national priority.

**What is the real problem?**

America is changing at a very fast pace. Advancements in technology, changes in family structures, expectations of varied and higher performance skills—all contribute to the problems facing the schools and the workplace.

What we have is a looming mismatch between workers and jobs. The literacy rate is 85% in America today and going down at a time when greater skills are needed to perform tomorrow's jobs. I believe this imbalance threatens our very way of life—our democracy—our experiment in freedom.

In addition, America can expect 16 million new jobs by the year 2000; yet, we will only have 14 million people available to fill them. The problem of a shrinking workforce is compounded by unprepared workers already in the workplace and by high school graduates unable to perform available jobs.

**What is it that we want and need of our workers of tomorrow?**
Business tells us that workers must read, write, and understand the principles of mathematics. Above all, they need people who will continue to learn. They list specific skills:

1. Higher thinking skills
   Think clearly
   Be able to frame new ideas and problem solve
   Creative thinking
   Ability to conceptualize
2. Be adaptable to change
3. Have good human interaction skills
4. Work in a team atmosphere
5. Be able to re-learn
6. Good oral communication
7. Negotiation - ability to build consensus, resolve conflicts
8. Goal setting - motivation, know-how to get things done
9. Strive to work well
10. Have many and varied work skills, including office, mechanical and laboratory skills
11. Ability to work under pressure
12. Leadership - ability to assume responsibility and motivate co-workers.

If these thinking, performance, and interpersonal skills are part of our vision, our sense of where we should be in job performance, then we must view the reality of the present workforce.

What is truly astonishing is that as a nation we are a point where our technology will enable us to create new products; however, our people, our workforce, is not capable of using the technology we possess to make these products.

I might add here that the problem is further complicated because the typical entrant into the workforce is dramatically changing. The new worker will no longer be a white male. In fact, in the next decade only 15% of new workers will be white. The new worker will be minority and/or female. The traditionally underprepared. Just note:

° 61% of all working women will need child care

° 60% of all school age children have mothers in the workforce—up 39% from 1970

° women with children under 6 are the fatest growing segment of the workforce

° among white 18 to 21 year olds, 13.6 have dropped out of high schools;
among Blacks, 17.5% and among Hispanics, 29.3%

° 58% of the young entering the workforce now to the year 2000 will be Black, Hispanic, Asian; 40% of all Black teens drop out of high school; 50% of Hispanics don't graduate according to the Joint Economic Committee of Congress

° in urban centers, drop out numbers range from 30 to 50%

° shortage of workers in the '90's with a 2-3% growth in the economy and a 1% growth of new workers

° up to 50 million may need retraining in the next 10 years (21 new entrants plus 30 million current workers)

°More than 1/2 of new workers hired between now and the year 2000 will be minorities, three times the current figure. Nationally, Blacks and Hispanics have the highest drop out rates and are significantly behind the national average on test scores.

°75% of these students leave school without skills for basic problem solving.

These facts and statistics stagger all of us. But we must recognize the implications for the workplace as well as for the schools. The truth is that the problem is compounded each day with the continual growth of the underclass in Amerca.

According to the Bureau of Labor Statistics, 2.3 million workers have been displaced each year in the 1980's. Approximately 30% of the one million long-term workers—3 or more years on the job—displaced annually lack reading, writing, arithmetic—basic skills. Consequently, 1/3 never found jobs, others found jobs at less pay. Similarly, there is a skills gap in the highly academically prepared areas.

**What then is the next step?**

Indeed, I believe, we have moved from a moral imperative to an economic imperative to improve our schools. American business is slowly beginning to recognize that if they do not become involved in providing solutions they will suffer greatly. It has become a matter of dollars and cents.

One of the major problems is the preparation of the American worker. America made great investments in capital equipment while Japan invested in its people. The single most significant way any nation can invest in its people is by providing quality education to its people.

It is important to note here that the role of the school has not been and should not be to create people with highly specific technical skills to do very specific jobs; however, businesses have expected and should expect to have schools graduate students academically prepared to learn how to do these specific jobs. Historically business has stayed out of the business of schools. In

fact, school people have also kept business out. A certain mistrust about roles has been in existence for a long time.

Today large businesses are willing and ready to provide specific occupational training. If workers come to them without academic deficits, they blame the schools. Fundamental skills are needed and should be provided by the schools.

Business has as its educational purpose educating people so that they can perform tasks that will ultimately lead to a profit for the business. Schools are educating people—students—for an enormous number of tasks that will face them sometime in the future. Conceptually, the role of education in schools is much more difficult, much broader.

**What is the rationale for systemic change?**

It is obvious to me that the answer to the question of fundamental change is quite clear. **We cannot educate people for a new world using old ways. We must begin to look at change that is much more systemic than what we have done.**

Education for a competitive society will not be met by yesterday's schools. As we look to the past, we know we have too many failures; as we project to the future, we know the demands on individuals will be greater.

Besides the new skills required for a competitive society, the youngsters of tomorrow will have to be prepared to make decisions about their lives that are very different than what we faced. Indeed these decisions strike at the very core of human existence:

What roles do individuals undertake in their personal and professional lives?
Will peace rather than war be sought?
Will we have nuclear plants across our country?
Who will get spare human parts?
Will we use the fetus to help cure existing diseases?
Will surrogate mothering be allowed?
Will test tube babies be allowed to proliferate?
Will we be able to feed all of the people in the world?
How will we populate the new worlds we discover?

The list of these new questions is unending and the answers are few.

**Will the schools of tomorrow be up to the task?**
Ask yourselves this question.
If we were to continue to educate our children in the same form and manner we have been for the last 200 years, will they be ready for this new world.

The answer is obviously, NO.

It is my belief that in order for American education to meet the challenge before it, it must make a dramatic change. No more tinkering or fine tuning, but systemic across the board restructuring.

**What is the history of educational reform in the United States?**

At the start of the school reform efforts in America in 1978, I became superintendent in New York after an eight year principalship at an elementary school also in the Brox. It was at this time that education was becoming a national agenda item. All of us at that time were being influenced by the emerging research on school effectiveness as well as by the proliferation of reports and studies.

Wave 1: Reports on the State of Education

The American Educational establishment was characterized as mediocre and sick. In effect all American educators were being indicted. This was the first wave of the school reform effort. Report after report cited the shortcomings of American Public Schools and made recommendations for changes that had to be made if our schools were to improve. The recommendationss were broad and all encompassing.

The effect of this national attention was to lead to the second wave of school reform which was at the state level. This was natural since education is a state function in America. This wave led to an extensive collection of reform efforts at the state level. In most cases, this took the form of more money to do more of the same or to address a part of the problem.

Wave 2: State Reform Efforts

For the most part these reform efforts have been political and imposed. They emanated from and were the brainchild of progressive governors across the country. They were not educator driven or motivated and set rules and regulations for new and higher standards in four basic areas

1. Course requirements
2. Achievement of standards for students
3. Some form of accountability for teachers as well as testing of teachers
4. Accountability of districts and schools.

These reform efforts are being implemented today in practically every state in the country.

They have been a critical and important phase of school improvement in this country. They have provided structure and some funding for unique and specific problems in American schools, such as drug education, at risk students, staff development, specific models of school improvement, early childhood education.

They have also in some instances had a negative impact by

1. setting new standards and requirements without resources
2. setting requirements that were inflexible and not always pertinent or relevant.
3. setting the minimum as the standard
4. stifling innovation - statewide evaluation of teachers.

However, this wave of school reform was a necessary pre-cursor to the next step because it did the following:

1. Developed a renewed interest in education by government and the public.
2. Put educators on notice that they would be held accountable for the effective education of all students.
3. Increase standards for schools.
4. Provide an overall framework within which local school improvement efforts would take place.

Wave 3: Collaborative Parnerships

All of which brings us to where we find reform efforts today, which is at the third wave of school reform—collaborative partnerships.

We find ourselves here for the following reasons.

1. The American educator is changing. Principals and teachers and their leadership are coming to realize that there is a need for professionalization. They are speaking about the need for shared decision making, about restructuring our schools and about playing a major role in the change process.

2. The American public is as interested in public schooling as it has ever been. It is demanding improvements as well as a role in how we arrive at those improvements.

3. American business has finally recognized that they must become involved in the process of improving school if they are to remain profitable and competitive in the coming century.

To date business and education have failed to work constructively together. There has been and continues to be mistrust on both sides; however, as business opens its eyes and sees how much they need a strong educational process, the walls come tumbling down. American industry faces a most critical challenge in the coming century.

Consider the following:

1. American industry will develop 16 million new jobs by the early 21st century; however, it will have only 14 million people to fill these jobs.

2. Of these 14 million new entrants into the workplace, a majority will be female and/or minority. This is a group that has historically been underprepared. A majority of these new entrants into the workforce will be at risk employees. When you have a 2 million worker shortage, the probem is compounded. American industry cannot afford at risk employees.

3. A majority of these 16 million new jobs will require skills far beyond those we expect of entrants into the workforce today. It is estimated that 50% of these new jobs will require a college degree.

4. American industry today is spending between 30 and 40 billion dollars on training efforts for their employees.

5. The worker of the 21st century will need a new literacy—the ability to relearn and be adaptable for it is predicted that today's first graders will change jobs from 4 to 7 times during their lifetime.

There is obviously a looming mismatch between the needs of industry and the type of workers being prepared in today's schools. Are we in American schools preparing children for the world I described? I bet that in most instances the answer is No. Most American students today are indeed at risk—it goes well beyond not effectively educating minority youngsters—if the prediction of American industry and the U.S. Labor Department is correct, a majority of our youngsters are at risk of not being able to perform in tomorrow's workforce.

This looming mismatch is hitting American industry where it hurts most—profit and loss sheets.

The Department of Labor has identified 6 levels of reading, writing, and vocabulary to perform varied jobs; and the Hudson Institute matched these levels with the new jobs the economy will create. Over 3/4 of the nations new workers will have limited verbal and writing skills and fall in the Levels 1 and 2 categories. Level one indicates a limited reading vocabulary of 2,500 words and Level 2 has 5,000 to 6,000 words. Reading rate for Level 1 is 95 to 125 words per minute and 190- to 215 in Level 2. The first has the ability to write simple sentences and the latter group can write compound sentences. These workers, however, are competing for 40% of the new jobs, most of which require solid reading and writing skills. Level 3 workers can read safety rules and equipment instructions and write simple reports; Level 4 can read journals and manuals, and write business leters and reports; level 5 can read scientific/technical journals and financial reports, and write journal articles and speeches; Level 6 has skills of Level 5 but more advanced.

Businesses, consequently, see no alternamtive but to enter int a new discourse with public schools to form alliances and partnerships that will lead to meeting their needs.

New Structures

The state of American business and its needs plus the changing attitude of parents and teachers heretofore described are the ingredients for this new approach to school improvement. This new approach is one that has multiple players, multiple purposes and multiple structures. It requires significant and dramatic changes in our present power structure and role definitions.

1. First and foremost it sees the school as the primary unit of change—not the government—not the state—not the district. It sees the school as fully autonomous and responsible for its own destiny.

2. It sees principals as change agents responsible for providing the vision and leadership to coalesce all of the other partners. Principals must be strengthened and not threatened by this new shared responsibility.

3. It sees each school as an individual unit with specific needs and resources. It considers the needs and resources of the local community as well as the needs and resources of its staff in responding to students.

4. It sees the role of the district as one of supporter and monitor. The district office provides the resources necessary as defined by the school. It does not plan or implement any district-wide programs. It provides funds to the school on a district-wide formula basis and allows the school full latitude in spending these funds.

5. It does not prescribe a model for change for the school but recongizes that all of the constituencies in the school must become owners of the process of change. The extent of the involvement of each constituency will vary with the circumstances of the specific school.

6. I see the role of state educational agencies as setting broad requirements whose implementation is monitored at the local level by districts. The questions of relevancy and practice are dealt with at the school level.

It sees the local business community as playing an active role in this change process that goes far beyond the typical feel good exercises where businesses donated a computer or sent a speaker to a school. Local business becomes actively engaged in the operation of the school. It provides assistance, advice, expertise, and sometimes money. It provides support by allowing employees to engage in the business of their school during company time. It in turn, the school helps to meet needs in the area of training the workforce using teachers, equipment and materials at the the school level. The partnership works both ways. It views the success of the school as a critical part of its own success.

**What does systemic change mean?**

It demands that we not look at part of the program—whether it be substance abuse, teen pregnance, low test scores, or drop out rates. We must look at all of these as well as the successes in our schools—the achievers, performers, and confident.

I am now Superintendent of the Springfield Public Schools, which has 23,500 students, 50% of whom are from low income families, 60% are minority, and 10% drop out each year.

Since I arrived in September, I have set in motion the structure for systemic change:

1. Parental Involvement
2. Task Forces on major issues
   - Curriculum for the 21st Century
   - Systemwide Possibilities
   - Central Office Restructuring
   - Effective Schools
3. Site-Based Management
   - Training - on-going
     - involvement of key staff
     - national experts as consultants
   - Support of the teachers' union
   - Support of business
4. Restructuring plan
   - Year 1 - training and development of plan
     development of a college preparatory program in the vocational school
     beginning to move grade 9 into the high schools
   - Year 2 - complete restructuring of the schools to eliminate junior high schools (grades 7-9), to make four year high schools (9-12), to open a fourth thematic high school, to provide schools of controlled choice, and to implement a new desegregation plan that will include citywide magnet schools.

If this seems fast, it is not fast enough. We cannot continue to wait to do what we know must be done. We have the research, the studies that tell us what shoudl be. Now we must apply what we know.

The piecemeal approach to education does not work. We must look at the total system. We must challenge all we do as we search for a model that will accomplish our vision: the appropriate education of each child.

**What are some areas to be examined and addressed?**

1. Wise use of whatever there is.
   Determine which jobs are essential and should receive top salaries. Teachers who are at the core of the instructional process have long fought to achieve a professional wage. The battle is not over. But teacher salaries must go up to provide incentives to top college students to enter the profession and to reflect the varied skills that the teacher must have.

2. Need to consider the influences outside the classroom
   lack of education as a value in the home
   poverty - 1/4 of U.S. born children will be on welfare at some time
   changing family structures -
      1/4 of U.S. born children are born out of marriages
      42% will live in a single parent family before age 18
      working parents that do not have time to become involved
         in their child's education

3. Technological advancement that changes the work skills.

John Clendenin, Chairman of the 1989-1990 U. S. Chamber of Commerce and Chief Executive Officer of Bell South Corp., said, "'If our young people don't have the skills necessary for the kinds of jobs existing in the year 2000, then both our domestic and foreign customers for our products and services will look elsewhere in the world, and the American economy will suffer.'" (Nation's Business, June 1989)

**What are the components in systemic change?**

1. School choice - individual students have individual program needs and learning styles; controlled competition leads to improvement; increased options provides more opportunities.

2. Parent Involvement - parents must become involved beyond their traditional PTO roles to be monitors of their children's education, visit the schools and speak with teachers, become part of the management of the school.

3. Business/school partnerships

4. Restructuring of the schools - grade levels that are appropriate, classroom techniques that maximize learning and interaction skills (cooperative learning), strengthening of the traditional curriculum by opening up options; expanded schools year. Vocational education must include more preparation in academic and thinking skills. In fact, thining skills should be emphasized throughout the curriculum. (It is interesting to note that U.S. schools are required to provide 180 days; in Japan, the schools are open 240 days; and in France and Germany, 220 days.)

5. High expectations and standards - accountability and student testing; continual adjustment to feedback

6. Salaries - better teachers , better morale; commensurate with evolving roles that require more responsibility and decision-making in the school

7. Nurturing roles of schools - early childhood programs, i.e., preschool programs, day care centers. For every dollar spent in preschool, over 4 times is saved in public assistance, special education, and other areas.

8. Staff development - new skills are required to deal with changing roles and student needs.

9. Site-based management - provides ownership for the participants.

Specifically, in Springfield, Massachusetts, where I am Superintendent of Schools, weare undergoing a systemic change involving all of the components that I have delineated.

1. School choice involves the careful development of programs at individual schools to be meet the needs of individual students and at the same time allow for a comprehensive desegregation plan. In a community with a student population of 32% Hispanic, 28% Black, and 1% Asian, we must continue to provide opportunities for choice and equitable programs.

2. Parental involvement is essential in roles of management on site-based school teams, as partners in the home to help monitor progress, in the schools conferring on their child's progress.

3. Business/School partnerships have developed over the past ten years in the system and provide a base of support. Twenty-five business and 6 colleges are supporting an employee release program that allows 235 volunteers to go to the schools as tutors or mentors and as guests in a read-aloud program. Major companies have become involved in our effective schools movement by providing incentives for students who improve their attendance. Donations from business range from furniture and paper to a 3/4 of amillion dollar computer system for the new high school. Beyond these very tangible contributions, business has worked with our schools to provide staff development. A summer program at an area business hires our teachers to get their specialized skills but to also expose them to the work in business to better prepare their stu dents. As we begin site-based management, businesses have donated funds for consultants in the process but also have shared their time and personnel at a plant organized in the site-based management model.We are fortunate in Springfield to have a caring business community that recognizes the benefits of strengthening our schools through their active and supportive participation.

4. Restructuring of the schools is in progress as the issues of appropriate organization has been addressed and there is broad community support for an elimination of the grades 7, 8, and 9

system to move to the middle school system. Curriculum plans as well as school programs are in progress with the site-based teams to address the new school population that will enter in Septemberof 1991.

5. Staff development is on-going, especially as we start to define new roles for the various constituencies. Workshops have been developed for teachers, parents, administrators to facilitate their new roles and responsibilities. In addition, workshops in instructional techniques that will assist in reaching all children are in progress, including cooperative learning and TESA, Teacher Expectations/Student Achievements. A vehicle for continual development of skills and academic background is essential.

Although you may think that my expectations are too unrealistic, I believe that during the next three years all of you will be able to point ot at least one place in your region that is attempting to do what I just mentioned.

I would like to tell you about another partnership with which I have had experience. This partnerships is occurring in Catawba County, North Carolina.

Catawba County, in Western North Carolina, has a population of 125,000 people. It has 3 school districts and 35 schools. It is a major furniture and textile and manufacturing center and has the headquarters of the largest fiber optic manufacturer in the world. It has virtually no unemployment.

Approximately three years ago a group of local business and government leaders began an examination of the economic state of the county. After an exhaustive process that was very inclusive of the local community, they determined that three major issues would determine the quality of life in the county:

1. industrial development
2. transportation
3. educational excellence.

They concluded that there was a direct link between economic excellence and educational excellence and that the local business community had a responsibility to foster educational excellence by immersing themselves in the school improvement process.

They decided together with local elected officials that they would fully fund the operation of a not-for-profit agency that would be charged with being the catalyst for school reform in th county. This agency would have no power and no legislative mandate; yet, it was charged with making the schools in the county the best in the state within 5 years.

As Executive Director of this agency, I was told that I was to be the engine of this reform effort and that results were expected of me but sensitivity to existing institutions and structures

as well as people had to be maintained. There could be no wide scale changes in personnel or bloodbaths—an impossible job you might think. However, impossible it was not. The premise I presented about partnerships as the basis for school reform is the reason why.

I have learned that the basis for change anaywhere is how badly people want it. This community wanted to improve its schools and they were ready to do what was necessary to affect this change.

Let me briefly describe some of what occurred in six months.

1. An educational compact was established between the local funding source, the commisioners, and the 3 school districts. This compact established 10 criteria for judging the success of the school district. Additional funding is provided as the schools do better.so that success is rewarded.
2. A merit pay plan was instituted in each school district.
3. A business-education advisory group was formed that has as its major purpose the creation of new and lasting partnership in the schools. The participants are CEO's, vice presidents, and owners.
4. Several county-wide advisory groups was formed. A teacher advisory group and business representatives developed 2 specific reform efforts that were partnership driven and funded by the local business involved. A parent advisory group and student advisory group was formed and is operating.
5. Each school in the district is undergoing a self-analysis process and a codified plan for improvement will result. There are no specific models for improvement being imposed.
6. A high school received a grant from a local company which has been matched by the district and is examining restructuring itself using a site-based management model. The local business funding the venture is also restructuring itself and is sharing training and information about quality with the schools.
7. A large local business made available its training services to administrators.
8. A local company is buildt an on-site day care facility to service its employees.
9. An agreement was reached by many companies to allow employees to visit schools on company time.
10. Some local companies are allowing guidance counselors to visit plants and speak

with employees about their children.

11. Parent workshops are being conducted on parenting skills on company time and on site.

12. Several companies have developed on site literacy training on company time using the services of the local community college. Other companies are linking with individual schools and using school computers to train employees.

13. One of the districts developed a guaranteed diploma. Youngsters who get this diploma are in effect guaranteed to be able to do the work.

14. A majority of local employers agreed not to hire drop outs or to make continuing in our local night school program a pre-requisite for hiring.

15. An apprenticeship program is being financed by a local transmission company for $600,000. High schools will select students to be trained in highly technical areas and receive a salary and benefits during the training.

16. The media became an ally and prints at least one positive story about schools every day.

I believe these to be outstanding results for such a short period. Of course there is a down side to this as there is to every story. The systemic changes necessary to institutionalize all of this has not taken place. There is a reluctance to give up the old and more importantly to relinquish power. There is a hesitancy at every juncture to agree to a process that will allow for multiple inputs and shared decision making if it leads to the loss of power.

Although noone wants to give up power, all will quickly tell you each is powerless to change things. What is required is incremental change and frequent small successes that one can point to as the basis for further movement.

Our role is to make the system work for the people it serves and not the people who run it. However, public institutions or systems, do not and will not reform themselves. They need coaxing, coercing, and reasons to change. They need outside intervention. My sense is that this bold experiment can work. Not enough has been done yet in Catawba County or in Springfiled to merit distinction—we do merit watching. I do believe that our work will eventually have broad implications for American education . It is but one of many attempts to grapple with the problems that face us every day. Our charge is enourmous as educators. The results of our failures are unthinkable.

# Needed Job-Related Skills

1. **Competence**
   - **Ability to continue to learn**

2. **Communication**
   - **Listening**
   - **Oral skills**

3. **Adaptability**
   - **Problem-Solving**

4. **Personal Management**
   - **Self-esteem**
   - **Goal setting, motivation**
   - **Personal and career development**

5. **Group effectiveness**
   - **Interpersonal skills**
   - **Teamwork**
   - **Negotiation**

6. **Influence**
   - **Organizational effectiveness**
   - **Leadership**

The above is adapted from "Workplace Basics: The Skills Employers Want," by Anthony Carnevale, et al. *Training and Development Journal*, October 1988, pp. 22-30.

# Components
# for
# Systematic Change

1. School choice
2. Parent Involvement
3. Business/school partnerships
4. Restructuring of the schools
5. High expectations and standards
6. Salaries
7. Nurturing roles of schools
8. Staff development
9. Site-based management

# Skills for Tomorrow

1. Higher thinking skills

   Think clearly

   Be able to frame new ideas and problem solve
   Creative thinking

   Ability to conceptualize

2. Be adaptable to change
3. Have good human interaction skills
4. Work in a team atmosphere
5. Be able to re-learn
6. Good oral communication
7. Negotiation

   Ability to build consensus, resolve conflicts

8. Goal setting -

   Motivation, know-how to get things done

9. Strive to work well
10. Have many and varied work skills
11. Ability to work under pressure
12. Leadership -

    Ability to assume responsibility and
    motivate co-workers.